

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-15-01-04-0001

Grade Range : 7-12

Name: Salem High School

Principal: Paul Baker-Porazinski

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	86	63	88
Eighth	79	82	69
Ninth	62	81	85
Tenth	81	52	74
Eleventh	81	75	54
Twelfth	73	74	73
Ungraded Secondary	0	13	0
Total K-12 Enrollment	462	440	443

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.9%	2	0.5%	1	0.2%
Black (Not Hispanic)	6	1.3%	17	3.9%	18	4.1%
Hispanic	2	0.4%	4	0.9%	4	0.9%
White (Not Hispanic)	450	97.4%	417	94.8%	420	94.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	18	21
Mathematics Grade 8	19	17	16
Science Grade 8	19	19	23
Social Studies Grade 8	19	20	20
English Grade 10	24	17	22
Mathematics Grade 10	18	14	15
Science Grade 10	0	17	16
Social Studies Grade 10	16	0	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.2%
Eligible for Free Lunch	43	9.3%	48	10.9%	54	12.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		94.2%		96.7%
Student Suspensions	16	3.7%	38	8.2%	42	9.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.5%	6.6%	7.2%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	70%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	50	31	62%	64	32	50%	62	46	74%
Students with Disabilities	5	0	0%	3	1	33%	1	1	100%
All Students	55	31	56%	67	33	49%	63	47	75%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	31	22	1	1	0	8
Percent	49%	35%	2%	2%	0%	13%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
1	1	0	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			8		4	
	Entered GED Program*			2		1	
	Total Noncompleters			10		5	
Students with Disabilities	Dropped Out			1		5	
	Entered GED Program*			0		0	
	Total Noncompleters			1		5	
All Students	Dropped Out	23	7.7%	9	3.1%	9	3.1%
	Entered GED Program*	1	0.3%	2	0.7%	1	0.4%
	Total Noncompleters	24	8.1%	11	3.8%	10	3.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		67	0
	Number of Students with Disabilities		0	0
	Number of All Students		67	0
	Percent of Enrollment		45%	0%
9-12	Number of General-Education Students		120	0
	Number of Students with Disabilities		0	0
	Number of All Students		120	0
	Percent of Enrollment		41%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	12	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	36	81%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	4	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	6	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	73	66	47	6	3	1
Number Scoring 55–100	70	66	45	5	#	#
Number Scoring 65–100	63	62	44	5	#	#
Number Scoring 85–100	20	35	21	0	#	#
Percentage of Tested Scoring 55–100	96%	100%	96%	83%	#	#
Percentage of Tested Scoring 65–100	86%	94%	94%	83%	#	#
Percentage of Tested Scoring 85–100	27%	53%	45%	0%	#	#
Mathematics A						
Number Tested	0	4	70	0	0	2
Number Scoring 55–100	0	#	70	0	0	#
Number Scoring 65–100	0	#	63	0	0	#
Number Scoring 85–100	0	#	23	0	0	#
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	90%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	33%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	71	52	65	5	3	4
Number Scoring 55–100	68	50	56	4	#	#
Number Scoring 65–100	57	46	46	1	#	#
Number Scoring 85–100	18	13	14	0	#	#
Percentage of Tested Scoring 55–100	96%	96%	86%	80%	#	#
Percentage of Tested Scoring 65–100	80%	88%	71%	20%	#	#
Percentage of Tested Scoring 85–100	25%	25%	22%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	40	67	50	1	4	0
Number Scoring 55–100	36	65	50	#	#	0
Number Scoring 65–100	32	62	50	#	#	0
Number Scoring 85–100	11	25	20	#	#	0
Percentage of Tested Scoring 55–100	90%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	80%	93%	100%	#	#	0%
Percentage of Tested Scoring 85–100	28%	37%	40%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	33	49	50	0	2	2
Number Scoring 55–100	33	48	50	0	#	#
Number Scoring 65–100	33	48	47	0	#	#
Number Scoring 85–100	10	21	16	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	94%	0%	#	#
Percentage of Tested Scoring 85–100	30%	43%	32%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	39	65	63	3	0	4
Number Scoring 55–100	37	63	60	#	0	#
Number Scoring 65–100	34	62	54	#	0	#
Number Scoring 85–100	11	30	20	#	0	#
Percentage of Tested Scoring 55–100	95%	97%	95%	#	0%	#
Percentage of Tested Scoring 65–100	87%	95%	86%	#	0%	#
Percentage of Tested Scoring 85–100	28%	46%	32%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		18	31		0	0
Number Scoring 55–100		18	31		0	0
Number Scoring 65–100		14	27		0	0
Number Scoring 85–100		0	5		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		78%	87%		0%	0%
Percentage of Tested Scoring 85–100		0%	16%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	16	13	0	0	0	0
Number Scoring 55–100	16	13	0	0	0	0
Number Scoring 65–100	16	13	0	0	0	0
Number Scoring 85–100	9	7	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	54%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	20	17	14	0	0	0
Number Scoring 55–100	20	17	14	0	0	0
Number Scoring 65–100	20	17	14	0	0	0
Number Scoring 85–100	14	14	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	70%	82%	57%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	64	33	5	1	2	1
Number Scoring 55–100	63	30	4	#	#	#
Number Scoring 65–100	53	25	1	#	#	#
Number Scoring 85–100	27	8	0	#	#	#
Percentage of Tested Scoring 55–100	98%	91%	80%	#	#	#
Percentage of Tested Scoring 65–100	83%	76%	20%	#	#	#
Percentage of Tested Scoring 85–100	42%	24%	0%	#	#	#
Sequential Mathematics, Course III						
Number Tested	40	48	26	0	0	1
Number Scoring 55–100	38	47	25	0	0	#
Number Scoring 65–100	33	46	25	0	0	#
Number Scoring 85–100	20	30	17	0	0	#
Percentage of Tested Scoring 55–100	95%	98%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	82%	96%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	62%	65%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	100%	10	100%	23	100%
Students with Disabilities	2	#	2	#	9	78%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	49	2%	24%	67%	6%
	Students with Disabilities	14	29%	64%	7%	0%
	All Students	63	8%	33%	54%	5%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	69	69	69	3	3	3	72	72	72
Number Scoring 55–64	#	#	#	#	#	#	5	1	0
Number Scoring 65–84	#	#	#	#	#	#	45	40	42
Number Scoring 85–100	#	#	#	#	#	#	21	26	26
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)